

Joint Meeting of the House & Senate Education Committees

Alaska Department of Education & Early Development

Dr. Michael Johnson, Commissioner

Dr. Susan McCauley, Education Policy Coordinator

Objectives

- Provide an update regarding the upcoming development of Alaska's State Plan for the Every Student Succeeds Act (ESSA)
- Provide an update regarding the implementation of House Bill 156
- Answer committee members' questions; hear comments/concerns

Alaska's Vision & Mission for Public Education

Vision Statement

All students can:

- Succeed in their education and work,
- Shape worthwhile and satisfying lives for themselves,
- Exemplify the best values of society, and
- Be effective in improving the character and quality of the world about them.

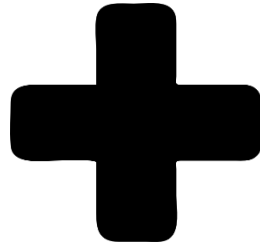
AS 14.03.015

Mission Statement

An excellent education for every student every day.

Strategic Priorities

1. Increase student achievement
2. Inspire community ownership of educational excellence
3. Modernize the education system
4. Ensure excellent educators
5. Promote safety and well-being



Elementary and Secondary Education Act (ESEA)



ESEA Passed in 1965

Goal: To improve the quality of education for low income students

Reauthorized periodically by Congress

No Child Left Behind (NCLB)

2002 - 2015



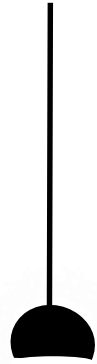
Every Student Succeeds Act (ESSA)

December 10, 2015



ESSA State Plan

Three Key Elements



1

Standards &
Assessments



2

Accountability



3

School
Support &
Improvement

Our approach...

- Laying foundation to get the most benefit for Alaska's students from ESSA
 - We want to ensure our State Plan represents what Alaskans value most
- Development of Alaska's ESSA State Plan has not yet begun
- Engagement of stakeholders must inform our plan
 - Designed a stakeholder engagement process that relies on participation from diverse audiences, thought partners, practitioners, and leaders

For each element...

- Requirements under ESSA
- Differences from NCLB
- Alaska's current status



Key Element #1: Standards & Assessments

- Requirements for standards under ESSA:
 - Assurance that states have adopted challenging academic content standards in English language arts (ELA), mathematics, and science
 - Aligned with college entrance requirements at public system for higher education and relevant CTE standards



Key Element #1: Standards & Assessments

- Differences from NCLB and NCLB Flexibility Waiver:
 - Prohibits Secretary from having any authority over states' standards
 - Prohibits Secretary from requiring states to submit their standards for review
 - Prohibits Secretary from incentivizing the adoption of any particular set of standards



Key Element #1: Standards & Assessments

- Alaska's current status:
 - Adopted standards in ELA and mathematics in June 2012
 - Alaska's science standards and grade level expectations were last revised in 2006
 - DEED will continue to consider adoption/revision of standards with State Board of Education



Key Element #1: Standards & Assessments

- Requirements for content assessments under ESSA:
 - ELA, mathematics, and science annually
 - ELA and math in grades 3-8, and at least once in grades 9-12
 - Science at least once in grades 3-5, 6-9, and 10-12



Key Element #1: Standards & Assessments

- Differences from NCLB and NCLB Flexibility Waiver:
 - States can use a single summative assessment or multiple interim assessments that produce a summative score
 - Districts can use other “nationally-recognized high school assessments” for high school instead of the state’s assessment, with the state’s permission
 - Allows states to establish own laws regarding “opt-outs”
 - Maintains 95% participation requirement, but specifies that “consequences” for not meeting this requirement are determined by states

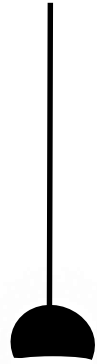


Key Element #1: Standards & Assessments

- Alaska's current status:
 - Administered ELA and mathematics annually in grades 3-10
 - Administered science in grades 4, 8, and 10

ESSA State Plan

Three Key Elements



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Key Element #2: Accountability



- State determines accountability system within ESSA requirements:
 - Must “meaningfully differentiate” schools
 - Must have ambitious state-designed long-term goals for all students and subgroups
 - Must include 5 required indicators
 - May include additional indicators at state’s discretion
 - Must weigh the academic measures more heavily than the other indicators
 - Must include participation rate of at least 95%

Key Element #2: Accountability



Required indicators:

- Academic achievement as measured by proficiency on state assessments
- Another measure of academic achievement (such as student growth)
- High school graduation rate

New indicators:

- A measure of school quality or student success
- Measure of progress in learning English for English Learners

Key Element #2: Accountability



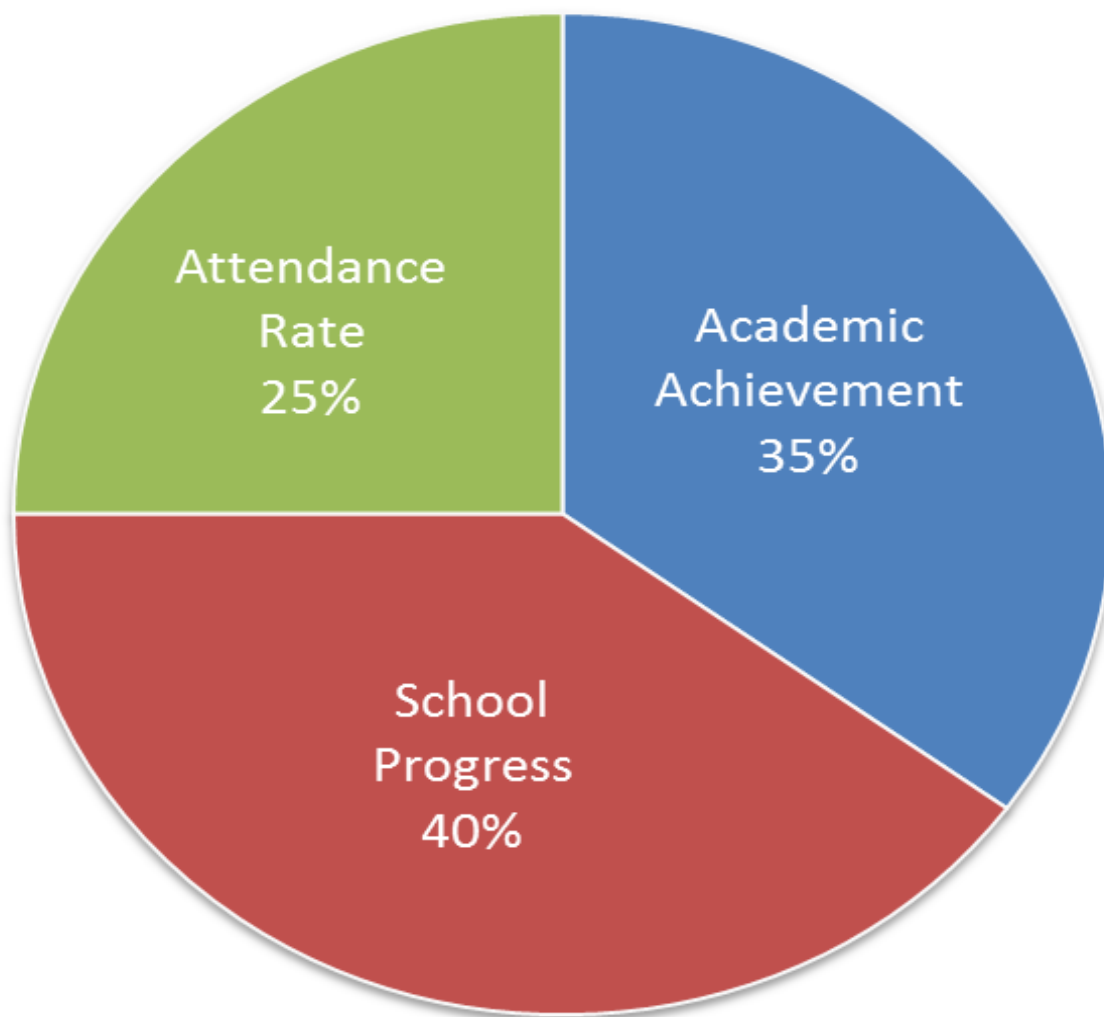
- Differences from NCLB and NCLB Waiver:
 - Eliminates Adequate Yearly Progress
 - Eliminates standardized metrics, such as 100% of students proficient by a certain date
 - Prohibits Secretary from prescribing aspects of the accountability system

Key Element #2: Accountability

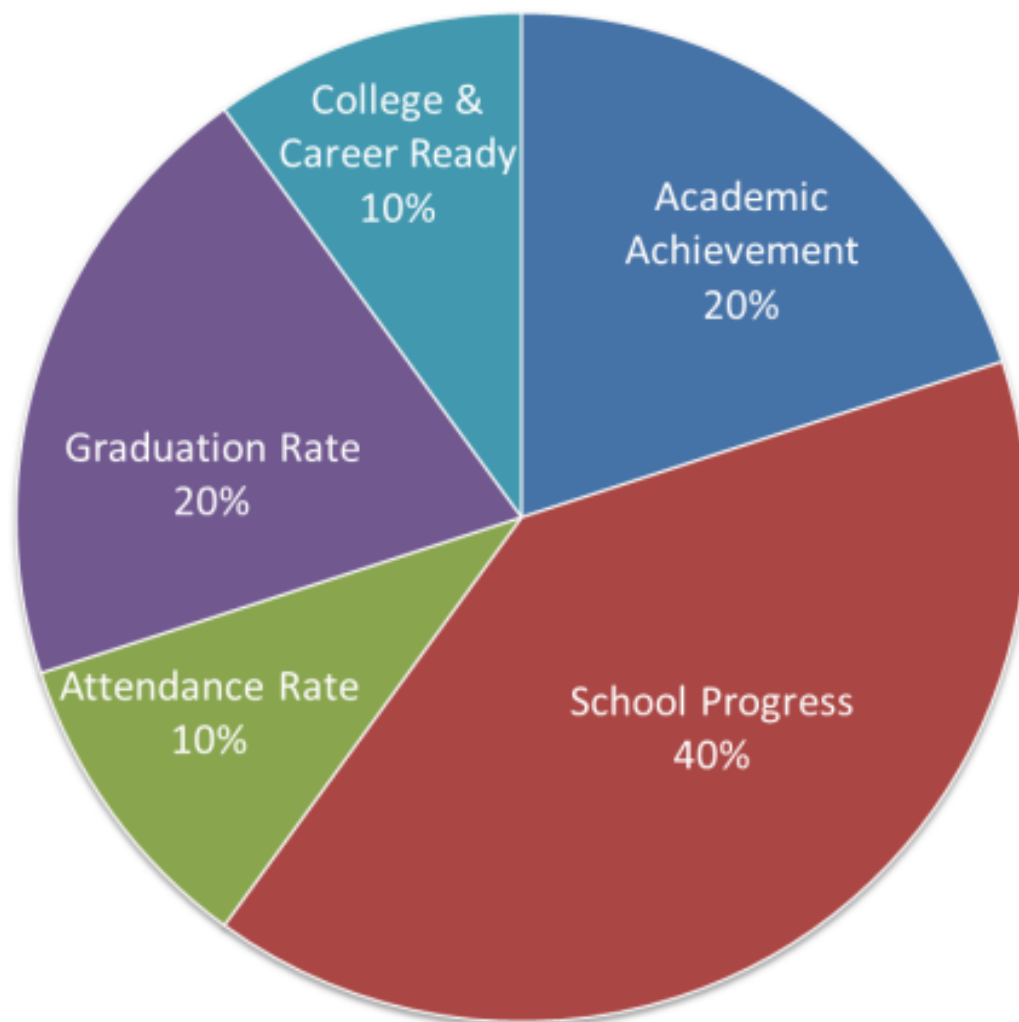


- Alaska's current status:
 - Current system is Alaska School Performance Index
 - Final, summative star rating of 1 – 5 stars for each school





ASPI Elementary/Middle School Indicator Weightings for Students in Grades K-8



ASPI High School Indicator Weightings for Students in Grades 9-12

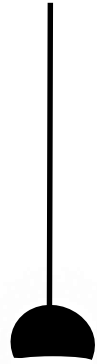


Star Ratings

ASPI Points	Number of Stars
94 – 100	
85 – 93.99	
65 – 84.99	
55 – 64.99	
0 – 54.99	

ESSA State Plan

Three Key Elements



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School
Support &
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Key Element #3: School Support & Improvement

- Requirements under ESSA:
- States must identify schools that require support
 - For comprehensive support:
 - Schools that are in the lowest performing 5% of Title I schools
 - High schools with graduation rates less than 67%
 - For targeted support:
 - Any school in which a subgroup of students is consistently underperforming
- Strategies must be evidence-based



Key Element #3: School Support & Improvement

- Differences from NCLB and NCLB Flexibility Waiver:
 - Doesn't require specific prescriptive improvement strategies or interventions
 - Prohibits Secretary from prescribing any specific school supports or improvement strategies
 - Movement from “research-based” to “evidence-based”



Key Element #3: School Support & Improvement

- Alaska's current status:
 - Have been identifying “focus and priority schools” as required by NCLB Flexibility Waiver Monitoring use of school improvement funds as required by NCLB Flexibility Waiver
 - Have been supporting schools through State System of Support coaching model

In light of new administration, now what?

- “No appetite in Congress for revisiting ESSA”
 - Bipartisan
 - Appropriate guardrails and flexibility
 - Give implementation a chance
- U.S. Department of Education Regulations
 - DEED submitted public comment regarding USED’s draft regulations in several key areas
 - Timeline for implementation
 - Requirement for overall summative rating
 - Flexibility with use of 4-year graduation rate for schools that serve special populations
 - Final regulations released on November 28, 2016

Examples of Key Decision Points

- Standards/Assessments
 - Should we move to testing one grade in high school?
- Accountability
 - What should be the n-size for subgroup accountability?
 - What do we want to use for the measure of school quality and student success?
- School Support & Improvement
 - What supports are perceived as most helpful
 - What innovative approaches can be taken to school support improvement that will be responsive to Alaska's unique opportunities and challenges?

Process for Developing Alaska's State Plan

- Use work by ESSA stakeholder group to help prepare tribal organizations, school districts, parent groups, associations and others to assist in Alaska's ESSA State Plan development
- Consultation with broad representation of education stakeholders
- Focus groups at various events/meetings across state
- Forming topic-specific work groups
- Draft plan by March 2017
- Seek broad input to draft plan
- State Board of Education engagement and approval of related regulations
- Consultation with Legislature
- Submit during second submission window in September 2017

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HOME PARENTS & STUDENTS TEACHING & LEARNING FORMS & GRANTS FINANCE & FACILITIES STATISTICS & REPORTS ABOUT DEED

STATE OF ALASKA > DEED > HOME

Preparing College, Career, & Culturally Ready Graduates

STANDARDS

ASSESSMENTS

ACCOUNTABILITY

ESSA

PARENTS & COMMUNITY

SUPPORT

Click on star for information and resources.

James K. Fields
STATE BOARD CHAIR

Dr. Michael Johnson
COMMISSIONER

ESSA Website

education.alaska.gov/akessa

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Education & Early Development

HOME PARENTS & STUDENTS TEACHING & LEARNING FORMS & GRANTS FINANCE & FACILITIES STATISTICS & REPORTS ABOUT EED

STATE OF ALASKA > EED > EVERY STUDENT SUCCEEDS ACT (ESSA)

Every Student Succeeds Act (ESSA)

Fact Sheets FAQs Timeline

Overview Stakeholder Engagement Standards & Assessments Accountability School Support & Improvement Draft State Plan

View the ESSA State Plan Webinar Presentation

To view the ESSA State Plan webinar presentation by EED visit the Public at Large section under the Stakeholder Engagement tab.

Overview

The Every Student Succeeds Act (ESSA) was passed by Congress and signed by the President in December 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and will replace No Child Left Behind (NCLB) and Alaska's current NCLB Flexibility Waiver. Alaska's transition to, and implementation of, ESSA will be a thorough and thoughtful process informed by meaningful consultation with state and local education stakeholders.

ESSA requires that State Educational Agencies (SEAs) develop a State Plan addressing three components: Standards and Assessments; School, District, and State Accountability Systems; and School Support and Improvement.

SEAs must develop state plans "with timely and meaningful consultation with the Governor, members of the State legislature and State board of education, local educational agencies, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents." (Every Student Succeeds Act, Sec. 1111)

Federal regulations and guidance are being developed on an ongoing basis by the U.S. Department of Education (ED) to direct and support implementation of ESSA.

To facilitate the transition to ESSA, the Alaska Department of Education & Early Development (EED) is conducting a review of the work required to fully implement the new law. As with implementation of any program of such significance and complexity, changes will over the course of months and even years. Some changes were initiated immediately upon signing, some will be implemented relatively quickly, and others will be finalized over the course of the next two years only upon receipt of additional federal regulations and guidance, and collaborative input by state and local education stakeholders.

Timeline and Transition: ED Established Milestones

- ED has a year from the date of enactment (December 10, 2015) to issue final regulations. View updates from [ED](#).
 - [ED Press Release on Proposed ESSA Regulations \(5.26.16\)](#)
 - [Read ED's Notice of Proposed Rulemaking: Accountability, State Plans, and Data Reporting \(5.31.16\)](#)
 - [Read EED's Comments on Proposed Regulations: Accountability, State Plans, and Data Reporting \(submitted 7.28.16\) \(pdf\)](#)
 - [ED Summary: Proposed Regulations on Accountability, State Plans, and Data Reporting under ESSA](#)
 - [ED Accountability Chart: Then and Now \(NCLB to ESSA\)](#)

Back to

House Bill 156

Implementation by DEED

HB 156 Comparison with Other States

- Sec 5 AS 14.03.123(c)
 - A comparison of the state public school system to public schools in other states, including a comparison of student participation in standards-based assessments and student performance on the assessments
- Utilizing NAEP scores meets this requirement, particularly since NAEP includes data from all 50 states
- Comparisons with some other states are possible with our new assessment

HB 156 Special Recognition

- Sec 7 AS 14.03.123(e)
 - The department shall establish a program of special recognition for public schools based on an improvement over the school's performance designation for the previous year or maintenance of a proficient or high performance designation.
- Will include this requirement in our ESSA State Plan development

HB 156 Selection of Assessment

- Sec 8 AS 14.03.123(f)
 - Standards-based assessments must be selected with the input of teachers and school administrators and minimize disruption to classroom instruction
- Process for selecting new assessment included stakeholder input, including 21 representatives from educational organizations who reviewed the submitted proposals
- DEED held multiple webinar calls with stakeholder groups prior to announcing vendor selection
- Districts will be able to choose computer-based or paper-based assessments and will set specific school schedules for testing with flexibility within the testing window

HB 156 Consultation with University

- Sec 9 AS 14.07.020(a)
 - The department may consult with the University of Alaska to develop secondary education requirements to improve student achievement in college preparatory courses
- Increased partnership with University directed by State Board of Education and Board of Regents to strengthen alignment between the two educational systems
- Of primary consideration is how to reduce the number of UA students needing developmental coursework

HB 156 Consultation with Business

- Sec 9 AS 14.07.020(a)
 - The department may consult with businesses and labor unions to develop a program to prepare students for apprenticeships or internships that will lead to employment opportunities.
- Conversation with statewide Chamber of Commerce related to State Board of Education's strategic objective to improve student learning through more CTE experiences and modernize the state educational system

HB 156 Administration of Assessments

- Sec 10 AS 14.07.175
 - The department may not require a school district or school to administer a standards-based assessment after July 1, 2016 and before July 1, 2018. The department and the board shall create a plan for working with school districts to develop or select statewide assessments that are approved by school districts. The plan must provide for the first administration of the assessments not later than the school year that begins in 2020.
 - The department shall require a school district or school to administer a statewide standards-based assessment if the United States Department of Education provides notice that it intends to withhold all or a portion of the state's education funding as a result of the department's compliance with this section.

HB 156 Administration of Assessments

- DEED will offer a standards-based assessment
- Districts sign assurances annually when applying for federal funds
 - These assurances include administering standards-based assessments
 - For the current school year, all districts that applied for federal funds have signed the assurances
- USED confirmed that Alaska must administer an assessment in Spring 2017 in a letter dated November 17, 2016. This letter notified DEED of approval of its request to waive the requirements to administer assessments for the 2015-2016 school year.